



PORTLAND STATE UNIVERSITY

American Association of University Professors

Promoting Quality Higher Education – An Investment in Oregon's Future

VIA EMAIL AND
PDF ATTACHMENT

Date: May 9, 2017

To: Shelly Chabon, PSU Vice Provost Academic Personnel chabonr@pdx.edu

From: Phil Lesch, Executive Director phil@psuaaup.net

C: Jose Padin, President jose.aaup@gmail.com
David Hansen Vice President Collective Bargaining hansend@pdx.edu
Sukhwant Jhaj, PSU Vice Provost for Academic Innovation jhaj@pdx.edu
Carla Harcleroad, Associate Vice Provost Advising carla.harcleroad@pdx.edu
Cindy Starke, Assistant General Counsel cstarke@pdx.edu
Annie Kirk, Executive Assistant to General Counsel kids@pdx.edu

RE: Information Request- Academic and Career Advising Redesign Implementation

Pursuant to Article 6 of the collective bargaining agreement between Portland State University and PSU-AAUP we request the following information that is necessary to enforce the CBA in writing pursuant to the Article 6 and the settlement agreement for Unfair Practice UP 04508C.

Phase 1 Implementation Milestones

- *Develop position descriptions for advising support roles in the Advising Hub*

1. What duties in the advising support roles will be transferred from advisor positions?

Phase 2 Implementation Milestones

- *Develop processes for assigning advisors to Pathways and subgroups in consultation with Pathway Advising Directors and departments*
- *Implement Pathway Advising Director supervision and change in reporting lines*

2. How will reporting relationships and oversight functions be changed for current advisors?

3. Are there any advisors who will not experience a change in reporting to Pathway Advising Directors?
4. Will advisors be moved physically to accommodate these new structures?
5. How will advisors embedded in unit's interface with departmental leaders?
6. What will happen to the work advisors in departments currently perform for the department? Will advisors retain that work?
7. If advisors will not retain that work, will central advising seek to demote all advisors from AC 2 to AC 1 who are no longer performing AC 2 work for the departments?
8. Is there a plan to train all these new Pathway's Directors in how to manage the transition; how to supervise and evaluate employees, and all other lowest level manager skills?
9. Will there be consistent standards of evaluation for all advisors across all pathways? If so, how will consistency be maintained?
 - *Revise advisor position descriptions to be consistent with common practices and required student milestones*
10. How will performance expectations of advisors change with the revision of job descriptions? What are the new performance expectations?
11. What training will be conducted for advisors and supervisors to support these expectations?
12. What is the transition period for the new expectations? When will the new expectations begin to be evaluated?
13. Will advisors be expected to be accountable for students reaching required milestones?
 - *Articulate design for career counselor/career center in the Hub*
14. How does administration contemplate the physical space for the advising function will change?
15. Will advisors continue to have their own offices?
16. Please share the current draft of the design and architectural plan for the advisor space to be housed on the 3rd floor of Neuberger Hall.

- *Develop a comprehensive training plan for new and existing advisors on new advising structure, majors... and common practices*
- *Develop changes to electronic systems in order to support advisor assignments and student-facing appointment scheduling*

17. Will advisors be expected to make their calendar's available to students for direct scheduling? Will they be able to block time slots as they deem appropriate, and current with past practice, to take care of other aspects of their position?
18. Will advisor notes about advising appointments and students be made public as part of any new software?
19. What aspects of advisor performance will be measured by the advising analytics software?

Phase 3 Implementation Milestones

- *Establish a plan to implement faculty advising in each Pathway*
20. Will faculty be expected to add advising to their current duties? If so, is the plan for release time to be provided?
21. What does the addition of faculty advising mean regarding the continued use of advisors in those areas?
22. If faculty advising is intended to complement and be supportive and not competitive, how will the faculty members and advisors in these roles interface with each other?
23. Are there plans, or possibility for plans, where advisors would be completely supplanted by faculty members?
- *Establish assessment plan to determine impact of redesigned system on student success*
24. Will any aspect of the assessment plan includes the assessment of advisor performance?
25. Will this include student's providing evaluations of advisors? If so, will this include a customer service type survey from each time a student interacts with an advisor?
- *Develop and implement reports for evaluating student use of ... advisor contact with students via virtual, email, phone and in-person methods*
26. Will there be accountability expectations of advisors that fall out of this reporting?

27. Will any aspect of these reports be used to evaluate or potentially sanction advisors?

Information requested not specifically related to milestones

28. How will the redesign implementation plan be evaluated after rollout? How frequently?

29. Does administration contemplate they will want evaluation process for advisors to change from what is currently in the CBA?

30. As part of the redesign, will someone be tracking the movements of students annual into/out of majors and departments?

31. Does administration continue to see 2 levels of the advisor position? Will the hierarchical nature of the two positions be maintained?

32. A lot was said during focus groups about promotional pathways for advisors, long term job security, and work as a source of joy, but none of that is in the implementation plan. Have these matters, which advisors feel are most important, been dropped out of the plan? If not, where do they fit in the implementation plan?

33. What professional development does administration feel is relevant for advisors in the new redesign about advisors learning about “common practices” that are not currently performed by advisors at PSU?

Thank you in advance for your cooperation in this matter. I look forward to hearing from you.